



CALL FOR PAPERS

Arizona's Sixteenth Annual Transition Conference

Trending in Transition: Engagement, Experience, Employment

August 29–31, 2016

Talking Stick Resort

Scottsdale, Arizona

Arizona's Sixteenth Annual Transition Conference, *Trending in Transition: Engagement, Experience, Employment*, invites the submission of proposals for breakout sessions. This year's conference is structured around three topical strands: (1) Youth and Young Adults; (2) Families and Caregivers; and (3) Agency and Community Partners. The audience for this cross-stakeholder event includes youth and young adults with disabilities, family members and caregivers, state agency staff, educators, service providers, and community members who share a commitment to the successful transition of students to adult life.

Proposal submissions are invited that address the conference theme, are practical and replicable, and focus on strengths as they relate to

- Best practices/evidence-based practices;
- Implementation strategies;
- Outcomes and/or products; and
- Tools to share that support replication.

Proposals will be chosen to create a balance of topics which will appeal to a variety of audiences.

Topical Strand #1: Youth and Young Adults

Papers submitted for sessions under this topic should address innovative and promising practices that assure youth play a vital role in their transition from high school to adult life. Sessions should be interactive and provide attendees with practical descriptions of innovative programs, services, and supports that can be implemented by others to engage youth in all aspects of their transition from school to adult life, including opportunities for experiences that promote employment as the primary postsecondary outcome for students. Session content should highlight processes, evidence-based strategies, performance measures, and outcomes.

Sessions may include but are not limited to the following topics:

- Innovative transition programming for youth in secure care settings
- Transitioning youth from secure care settings back into the community
- Self-determination/self-advocacy skill building
- Self-led IEPs (individualized education programs)

- Strength-based decision making
- Futures/Person-centered planning
- Disability awareness/Adjustment to disability
- Student peer mentoring
- IEP development
- Employment prospects in Arizona and student training
- Career exploration, including key areas of anticipated job growth
- Job skills development, including “soft skills”
- Community work experiences, including volunteering, job shadowing, internships, service learning, paid employment
- Dropout prevention
- Assistive technology
- Universal design for learning and/or employment
- Career and technical education programs
- Supports or programming designed for unique needs and/or specific disability categories
- Community engagement using natural supports
- Services or programs that support typical community experiences and engagement
- Curriculum development
- Community life skills development
- Success stories—student, family/caregiver, educator, provider, and/or employer perspectives

Topic Strand #2 Families and Caregivers

Papers submitted for sessions under this topic should address the meaningful involvement of family members and other caregivers in transition planning with schools and community partners, as well as in the support of their family members preparing for their adult life. Sessions should provide an overview of practical methodologies, activities, tools, and resources for use across a wide range of settings that are relevant to a broad audience including family members/caregivers, educators, transition specialists, and community stakeholders.

Sessions may include but are not limited to the following topics:

- Recruitment and support of family members/caregivers for program and policy development
- Recruitment, training, and support of family members/caregivers as peer mentors and trainers
- Evaluating impact of family/caregiver involvement
- IEP and transition plan development, including family and caregiver roles in transition planning
- Early and intentional family engagement in the IEP process
- Establishing and supporting high expectations
- Resources, services, and supports for families/caregivers and their family member after graduation
- Guardianship and other legal options
- Developing and using natural supports
- Family/caregiver leadership development and support
- Diversity of culture and language to improve access to information

- Impact of Federal and State regulatory and policy changes
- Information and resource-sharing opportunities
- Financial planning and practices
- Real impact of work-related income on state and federal benefits—myth busting
- Success stories—student, family/caregiver, educator, provider, and/or employer perspectives

Topical Strand #3: Agency and Community Partners

Papers submitted for sessions under this topic should address the interactive role between educators, family/caregivers, and state and community entities involved in the mutual support of students and/or young adults preparing for adult life. Sessions should provide attendees with practical descriptions of the roles and responsibilities of the many stakeholders involved in preparing students and young adults for life after high school and how these roles interrelate. Sessions should describe statewide and/or local opportunities, services, and supports available as a result of working partnerships, as well as how to develop and maintain collaborative relationships.

Sessions may include but are not limited to the following topics:

- Innovative transition programming for youth in secure care settings
- Transitioning youth from secure care settings back into the community
- Collaborative programs for youth in secure care settings
- Roles related to identifying and improving post-school outcomes
- Networking with employers
- Employer perspectives
- Developing and supporting local stakeholder collaborations
- Postsecondary education/training
- Employment prospects in Arizona and student training
- Collaborations that support a student's transition from school to community integrated employment
- Creating community work experiences, including volunteering, job shadowing, internships, service learning, paid employment, work-based programs, apprenticeships
- State agency services and supports
- Assistive technology
- Universal design for learning and/or employment
- Vocational assessments and career exploration
- Job development, placement, and on-the-job support
- Developing and using natural supports
- Transportation resources
- Health care transition
- Transition resources in the behavioral health system
- Benefits counseling and management
- Guardianship and other legal options
- Success stories—student, family/caregiver, educator, provider, and/or employer perspectives

Proposal Review Process

Proposals must identify the primary topical strand the session is intended to address. Sessions must incorporate strategies and interventions, involve active participation of the audience, include adequate time for reflection and sharing, and provide “takeaways” or handouts. **Your session description must be content specific, complete, clearly written, and accurately reflect the material to be presented to your audience. If your proposal is selected, the session title and description you submit may be used as is or may be edited for consistency and clarity.** Please plan the session for 75 minutes in length.

Arizona’s Sixteenth Annual Transition Conference Planning Committee will review all submissions based on the following criteria:

1. The degree to which the proposal clearly addresses one or more of the three identified conference strands;
2. Clear identification of what the participants will know and take away as a result of their attendance at the session;
3. Relevance of session content to the intended audience(s);
4. The degree to which the proposal reflects evidence-based or promising practice; and
5. The degree to which the proposal has practical application and demonstrated results for the intended audience(s).

Conference Registration Fee & Multiple Presenters

One presenter per session can be exempt from paying the conference registration fee. (If an assistant is required to support the presenter, the conference registration fee will be waived for this individual). Registration fee payment will be required from each additional presenter.

Applicants will be required to submit the following detailed information for their proposed presentation using the Google registration link provided below:

- Presenter Name(s)
- Address
- Phone
- Alternate Phone
- E-mail
- Alternate E-mail
- Title/Position
- School/Agency/Organization
- Associated Website(s)
- Title of Session
- Detailed Description of Session (approximately 200 words)
- Topical Strand #
- Target Audience(s): youth/young adult, family member/caregiver, state agency staff, educator, service provider, community member
- Target Audience Level of Knowledge: novice (new to transition), intermediate (assumes knowledge/experience) or advanced (in-depth knowledge/experience)
- Participant Outcomes

Proposal Submission Process

The deadline for submission of proposals is **11:59 p.m., February 15, 2016**. The submission process includes:

1. **Online** completion of the “Call for Papers” application at: <http://tinyurl.com/hn5kmzs>
AND
2. **E-mailing the** session title, presenter(s), and detailed description (approximately 200 words) to:

Jeannette Zemeida
(602) 542-3855
Jeannette.Zemeida@azed.gov

Notification of acceptance will be made no later than **May 2016**.

Please note: Arizona’s Sixteenth Annual Transition Conference Planning Committee reserves the right to edit session titles and descriptions to allow for accuracy, consistency, and clarity in all conference materials.